

CHAPTER III

RESEARCH METHOD

In this chapter the writer used to present a number of methods including; research design, subject of the study, instrument, data compilation, data analysis, and standard of measurement.

3.1 Research Design

This study used Descriptive Method. Descriptive Method involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Descriptive studies are aimed at finding out “what is”, so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). In this case, the writer is going to describe explicitly about the speaking ability of the students.

3.2 Subject of the Study

The subject of this study was the eleventh grade students in SMAK Sint Carolus Kupang. The eleventh grade students are divided into three classes namely science class, social class and language class. The writer only took the students from science class. The total number of students in science class is 20 students. But only 10 students will be treated as the subject. The writer chose this as the subject of the study because they were compatible for research.

3.3 Instrument

The instrument used by the writer to compile the data is a monologue speech data recording. To collect the accurate data the researcher provided a recorder. Along with the presentations stage, the researcher records all the monologue done by the students. The students have 5 minutes in making the presentation or the monologue of procedures text.

3.4 Procedures

The procedures applied by the writer in this study comprising procedure of data collection and procedure of data analysis.

3.4.1 Procedure of Data Collection

In compiling the data, the writer follows some steps as follows:

1. Offering

The writer offers the topic to the subject. Here the writer gives five topics to be chosen by the students. One student only chooses one topic to be presented in class.

2. Preparing

The writer prepared the monologue speech.

3. Providing recording tools.

The writer provided the digital camera as sound record.

4. Presents the monologue

The writer records and writes necessary data regarding ungrammatical sentences, inappropriate word in use and mispronouncing words and calls the subjects who are ready to present procedure text in front of class.

5. Collecting the recordings

The writer collected the data then saved in phone or laptop after that heard the records carefully.

3.5 The Techniques of Data Analysis

In gathering the data, the writer analyzes them through some steps as follows:

1. Replaying

The writer heard again the monologue of each student.

2. Transcribing

The writer transcribed the monologue of each student she heard from the sound recorder.

3. Measuring

After transcribe the writer measured students speaking ability based on the standard of measurement in chapter two.

4. Describing

The writer described how well the subjects performed in presenting procedure text.

5. Reporting

In this step, the writer reported the result of the study in a readable form.

3.6 Standard of Measurement

The standard of measurement used in this study is based on the profile proposed by Hughes (1990:91-93):

1. Grammar

- 1) Grammar almost entirely inappropriate or inaccurate, except in stock phrases.
- 2) Consonant errors showing control of very few conversational micro skills or major patterns and frequently preventing communication.
- 3) Frequent errors showing inappropriate use of some conversational micro skills or some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
- 5) Few errors, with no patterns or failure.
- 6) No more than two errors during the conversation.

2. Vocabulary

- 1) Vocabulary limited to minimum courtesy requirement.
- 2) Vocabulary limited to basic personal and survival areas and very familiar topics.
- 3) Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
- 4) Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
- 5) Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest.
- 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

3. Pronunciation

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent, make understanding difficult, and require frequent repetition.
3. "Foreign pronunciation" requires constant listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4. Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of 'foreign accent'.

6 = excellent

5 = very good

4 = above average

3 = average

2 = below average

1 = bad

To find out the students' ability level, the writers use the standard of measurement as proposed by Hughes that is as follows:

Score	Level
(16 – 18)	Excellent
(13 - 15)	Very good
(10 - 12)	Above average
(7 - 9)	Average
(4 - 6)	below average

(1 - 3) bad

1. Total score = (SG + SV + SP)
2. Grand total = total score for all respondents per each elements and of the whole elements.
3. $Mean = \frac{Grand\ total}{Total\ of\ respondents}$